**COUN 8910**

Advanced Practicum in Counseling Psychology

***Fall 2018***

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**Department of Special Education, Rehabilitation, and Counseling**

**College of Education**

Instructor Information:

**Chenetra D. Buchannon, PhD**

**Instructor**

**2084 Haley Center**

**cdb0015@auburn.edu**

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Office Hours:

**By appointment**

**This course is reserved for students enrolled in the Counseling Psychology doctoral program at Auburn University. All others require permission.**



**SYLLABUS**

**1. Course Number: COUN 8910-002 (3 semester hours)**

**Course Title: Advanced Practicum in Counseling Psychology**

**University: Auburn University**

**Prerequisites: COUN 7910 (two semesters)**

**Instructor: Chenetra D. Buchannon, PhD**

**Contact Info: 2084 Haley Center (mail); cdb0015@auburn.edu**

**Class Meeting: Mondays 5:30-8:20pm in Haley Center 2011**

**2. Date Syllabus Prepared:** 8/2018

**3. Required Readings:**

Duncan, B. L. (2014). Becoming a better therapist with PCOMS (Chapter 2). In *On becoming a better therapist: Evidence-based practice one client at a time* (2nd ed., pp. 35-70). Washington, DC: American Psychological Association.

Other readings as assigned.

**Additional Required Resources:**

American Psychological Association. (2017). *Ethical principles of psychologists and code of conduct.* Retrieved from <http://www.apa.org/ethics/code/ethics-code-2017.pdf>

*Counseling psychology program practicum guidelines* (2017). Retrieved from <http://www.education.auburn.edu/wp-content/uploads/2017/04/serc_cop_practicumguidelines2017.pdf>

**Suggested Resource(s):**

Eels, T. D. (2015). *Psychotherapy case formulation.* Washington, DC: American Psychological Association.

**4. Course Description:**

*Catalog Description:* Advanced supervised experiences appropriate to student's program emphasis.

*Expanded Description:* Advanced experience in providing psychotherapy and in designing psychological interventions following assessment via an external practicum placement with on-site individual supervision. Participation in on-campus group supervision and didactic training in advanced psychotherapy knowledge, skills, and techniques.

**5. Course Objectives:**

The assumption in this course is that all students in the College of Education are working to be competent, committed, and reflective professionals. The objective of this course is to continue students’ development as a psychotherapist. Subsets of this overall objective include continued improvement in students’ ability to:

1. Maintain awareness of client factors and their influence on the therapy process;
2. Be aware of reactions to clients and how those reactions may affect the therapy provided;
3. Establish rapport and a good working relationship with clients;
4. Identify appropriate clinical diagnoses for clients;
5. Conceptualize clients and use that conceptualization to guide treatment in a way that fits clients’ goals and preferences;
6. Identify and respond to situations that involve risk of harm to clients or others;
7. Articulate a theoretical orientation used to guide treatment with clients;
8. Be flexible in the provision of therapy such that different skills and approaches are tailored to client needs and preferences;
9. Keep clients engaged in treatment such that premature termination is unlikely and client improvement is regularly achieved;
10. Use evidence-based practice methods to monitor the process and outcome of work with clients;
11. Integrate multicultural theory and awareness of cultural factors into clinical practice;
12. Manage ethical issues in a professional and appropriate manner;
13. Document clinical work in a way that meets the standards of the work setting, insurance companies (if applicable), and state laws;
14. Work cooperatively and effectively within the agency setting and develop appropriate professional relationships with other agency staff;
15. Effectively engage in the supervision process to benefit clients and enhance professional development;
16. Request consultation from peers and provide helpful, tactful feedback to peers.

**6. Course Content** **and Schedule:**

An overview of the course content and schedule is included below (see Course Requirements for details on each assignment). *This schedule may change based upon the learning needs of the class*. As a group, we will make decisions about which students and/or issues to focus on during informal case discussion/discussion of clinical issues time.

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| --- | --- | --- | --- |
| DATE | CLASS TOPIC/ACTIVITIES | READINGS DUE | ASSIGNMENTS DUE |
| Aug 20, 2018 | Review syllabus, ethics code, and practicum manual; Beginning Practicum Reflection *Didactic 1: Self-care* | Self-Care Article |  |
| Aug 27, 2018 | Discuss Learning Goals assignment  *Didactic 2: Tracking client outcomes*  Informal case discussion | Duncan (2010) | Learning Goals Assignment due |
| **Sept 3, 2018** | **NO CLASS: LABOR DAY HOLIDAY** |  |  |
| Sept 10, 2018 | Discuss Self-care plans  Informal case discussions |  | Self-Care Plans due |
| Sept 17, 2018 | *Didactic 3: Case formulation*  Informal case discussion |  |  |
| Sept 24, 2018 | 2 Psychotherapy Research Presentations  A/O presentations  Informal case discussion |  | 1st A/O presentation due |
| Oct 1, 2018 | 2 Psychotherapy Research Presentations  Informal case discussion |  |  |
| Oct 8, 2018 | 2 Psychotherapy Research Presentations  *Self-care Check-in*  Informal case discussion |  |  |
| Oct 15, 2018 | Informal case discussion |  |  |
| Oct 22, 2018 | 2 formal case conceptualization  Informal case discussion |  |  |
| Oct 29, 2018 | A/O presentations  Informal case discussion |  | 2nd A/O presentation due |
| Nov 5, 2018 | 2 formal case conceptualizations  Informal case discussion |  |  |
| Nov12, 2018 | 2 formal case conceptualizations  *Self-care Check-in*  Informal case discussion |  |  |
| **Nov 19, 2018** | **NO CLASS: THANKSGIVING BREAK** |  |  |
| Nov 26, 2018 | Informal case discussion |  |  |
| Dec 3, 2018 | A/O presentations  End-of-semester processing |  | 3rd A/O presentation due |
| **Dec 10, 2018** | **NO CLASS: FINALS WEEK**  *Clinical Documentation and Evaluations due by Friday, Dec 14 at 4pm CST* |  | *\*Recommendation:*  *Self-care Check-in with cohort member* |

**7. Course Requirements/Evaluation:**

Course Requirements:

1. Preparation: Re-read the practicum guidelines if you have not done so within the past 30 days, as that document serves as an addendum to the course syllabus. Also, you should review the *Ethical Principles of Psychologists and Code of Conduct* (APA, 2017). In addition to following the practicum guidelines and ethical code, you are required to carry out the responsibilities to which you are assigned at your practicum site.

2. Learning Goals Assignment: You will complete an assignment on your learning goals for the semester. (A template will be provided.) The assignment will address information about your practicum site and the following questions: a) what are your learning goals for this class (consider both your practicum placement and the practicum class itself), b) what can you do to make progress toward those goals, c) what can your peers and instructors do to be helpful in reaching your learning goals. You via hard copy to the instructor at the beginning for the class on **August, 27th**. Be prepared to discuss your answers to these questions during class period.

3. Group Supervision: You are required to attend and participate in the 3-hour weekly class. *More than one unexcused absence will result in an Unsatisfactory grade for the semester* (see Attendance policy for additional details). Class will consist of informal case/clinical discussions, formal case presentations, periodic didactic presentations by the instructor, and alliance/outcome (A/O) presentations. During informal discussion time, the highest priority will go to individuals who have a concern about a therapeutic issue. Students and the instructor will work together to determine how that time is best used in a given class period. Over the course of the semester, each student is expected to bring a consultation question/clinical issue for discussion several times. ***You must show client tape during consultation at least two times during the semester*** (in addition to any tape shown for presentation purposes). If you are not actively bringing questions or issues to the informal discussion time, you may be asked to do so at specific times in the semester. This informal discussion and consultation time will also serve as a forum for discussing various topics relevant to the clinical situations, such as risk of harm, ethics, multicultural issues, case conceptualization, boundary issues, transference, countertransference, self-care, etc. When discussing clients and their problems, you will be expected to know (or be willing to commit to finding out) what the literature (research and more general scholarly writings) says about the issue under discussion. If site supervision and in-class group supervision is not sufficient to meet your training needs, you may request periodic individual meetings with the instructor. In addition, the instructor may require periodic individual meetings if it becomes evident that you need additional supervision.

4. Alliance/Outcome Monitoring: You are required to monitor therapeutic alliance and outcome with at least one client during the semester. You will present your alliance/outcome data to the class at three different time points in the semester, as close to data collection as possible. You must track alliance with at least 1 measure and outcome with at least 2 measures/tools. Subjective reports from you or your client are not sufficient for this assignment. Although you may include measures used routinely at your site (e.g., CCAPS), those measures may not count toward the minimum number of required measures for this assignment. This assignment will ideally cover one client across time. However, in the case of premature termination, you can start with a new client after providing us with an overview of earlier data collection efforts (see the instructor for guidance on your particular situation). \***Be sure to discuss this assignment with your supervisor and have her or him to complete the** ***Supervisor Form for Outcome Assessment*. Submit the completed/signed form into Canvas by** **September 7** **at 5pm**.

1. The *first presentation* will cover baseline outcome data for your client (collected within the first 2-3 sessions of treatment). You must present data on at least 2 outcome variables, with rationale given for each outcome selected (i.e., how client’s presenting concerns/goals will be assessed through the variables). You also need to address how this baseline data will inform your treatment of this client. The presentation should take no more than 5 minutes. **This presentation is due September 24th.**
2. The *second presentation* will cover alliance and outcome data for your client after 3-5 sessions have occurred since baseline measurements. You must include at least 1 alliance measure and at least 2 outcome measures. The presentation must address your interpretation of the meaning of any statistically reliable change (or lack thereof) on the outcome variables and how this new data (including alliance data) will be used for additional treatment planning. Your presentation must include a graphic representation of change over time for each outcome variable. The presentation should take no more than 5 minutes. **This presentation is due October 29th.**
3. The *third presentation* will cover outcome data for your client at post-treatment (or post-semester if you will continue seeing this client next semester). You must include at least 2 outcome measures. The presentation must address your interpretation of the meaning of any statistically reliable change (or lack thereof) on the outcome variables and how this end-of-treatment data influenced termination discussions with your client (e.g., referral to additional treatment options, ending all services, etc). You presentation must include a graphic representation of change over time for each outcome variable. **The presentation should take no more than 7 minutes and will occur on December 3rd.**

5. Self-Care Plan: You are required to develop a self-care plan for the semester. Your plan should include the following: 1) what self-care means to you (consider your multiple and intersecting identities), 2) at least one area of health and wellness on which you would like to focus, 3) current effective and ineffective practices you already engage in the chosen health area, 4) a new practice that you want to engage in (if applicable), 5) S.M.A.R.T. goal, 6) barriers to accomplishing your goals, 7) strategies to address the barriers, and 8) frequency of reviewing and modifying your plan. There are resources posted in Canvas that can assist you in developing a self-care plan, including a self-assessment to determine how you currently care for yourself and to give ideas about what changes to make.

You will discuss your plan with the class and turn in a hard copy of your plan on **September 10th.** Self-care plans are highly personalized and often private and you should omit private (information that you do not want to share with others) from the class discussion and hard copy that you turn in to the instructor. You can substitute private information related to self-care activities with “my activity.”

6. Psychotherapy Research Presentation: The advancement of psychotherapy as a reproducible, teachable set of skills and knowledge depends in part on research. Furthermore, the development of your skill as a psychotherapist depends in part on your understanding of the research which has been done in psychotherapy. You are required to read relevant research and scholarly literature (five or more resources; at least two peer-reviewed articles) on a particular aspect of psychotherapy and give a 20-25 minute oral presentation on your findings. In the presentation, you will be expected to (a) state your psychotherapy topic and reason you chose the topic, (b) give a brief summary of your research, including (but not limited to) consistent findings, conflicting results and debates, and influences that topic has on therapy outcomes, (c) and discuss how your research will influence how you do therapy. **A list of your references needs to be uploaded to Canvas by 5:30pm on the date of your presentation and sent to everyone in the class via email or Canvas messaging.**

7. Formal Case Conceptualization: You will present one formal case conceptualization during the term, on the date selected (40-45 minutes). The presentation will be on a client you have seen for at least 4 sessions, and for whom you have sessions remaining. For this assignment, you are required to develop a written case conceptualization (no more than 8-10 pages double spaced) that includes the following sections: a) demographic and cultural data for the client, b) presenting concerns, c) relevant historical information, d) your conceptualization of the client’s problem from a specific theory or the integration of two theories (include references), e) multicultural considerations that will guide treatment, f) DSM-5 diagnosis, g) treatment goals, h) interventions implemented and/or planned to meet the goals, i) client progress to date, j) self-assessment of your strengths and limitations in this session, and k) 2-3 specific consultation questions for the class that connect to the video and/or your conceptualization.

On the date selected, you will provide a 15 minute oral case conceptualization to the class. You will bring to class a bullet point version of your written case presentation for each person in the class. Following your oral presentation, you will show a pre-identified recording (10-15 minutes) of your work with this client. The recording (audio or video depending on your practicum site) you use must be clearly audible (understandable) or you must provide a transcript of the recording for each member of the class. There will be a 15 minute discussion addressing the consultation questions about the case. **A hard copy of your written conceptualization must be turned in on the date of your presentation;** **no directly identifying information should be included in the document.**

8. Documentation: You are required to submit to me an accurate and detailed record of your clinical hours at the end of the semester. You are also required to submit to me a copy of your final evaluation from your primary supervisor at your practicum site. These should both be uploaded to Canvas no later than **Friday, December 14th at 4:00pm CST.**

Evaluation:

This course uses satisfactory/unsatisfactory grading. Your evaluation will depend on your performance as a therapist (including related issues such as ethics, behavior with on-site colleagues, etc.), particularly as evidenced in the recordings you share and in your descriptions of the actions you have been taking with your clients. Also considered will be your comments and behavior in class (e.g., frequency and quality of the tapes you bring to class, abilities in role play situations, comments in class, quality of your presentation, etc), as well as satisfactory completion of assignments. A key ingredient in your course grade will be the evaluation completed by your on-site supervisor near the end of the semester. ***Reminder: your site supervisor is required to view a audio/video-taped therapy session.***

A grade of satisfactory in the course requires all of the following:

* Satisfactory completion of the learning goals assignment (grade of 85% or better);
* Satisfactory completion of the self-care plan and responses to the Canvas discussion questions
* Satisfactory completion of the psychotherapy research presentation (grade of 85% or better);
* Satisfactory performance on the formal case conceptualization (grade of 85% or better);
* Satisfactory performance on the alliance and outcome assignment (grade of 85% or better);
* Satisfactory demonstration of clinical skill;
* Satisfactory use of group supervision meetings;
* Evaluation from your training site that indicates satisfactory performance;
* Accurate submission of semester clinical hours with a minimum of 30 direct contact hours;
* No more than one class absence for an unexcused reason;
* No indication of behavior that violates APA ethical standards as it relates to the student’s practicum work or participation in the practicum class.

If it becomes evident that you are not meeting expectations for a satisfactory grade, I will meet with you to discuss this matter. If you do not receive a satisfactory evaluation from your training site, you may be required to take steps toward remediation as allowed in the training manual, training site policies, ethical guidelines, and professional judgment of counseling psychology program faculty. Please note that program policies specify minimally acceptable scores on the site evaluation. Failure to achieve these benchmarks means you cannot pass and will need to undergo remediation. You are encouraged to become familiar with program policies that bear upon the grade of satisfactory for practicum and the ability to progress in the program. This is specified in the program requirements and this information is available on the counseling psychology website.

**8. Class Policy Statements:**

Late Work Policy: It is expected that you have completed all assignments by the start of class on the day assignments are due. Failure to turn an assignment in on time or missing a presentation will result in unsatisfactory completion of that course requirement, and in many instances would mean an inability to pass the class. It is therefore imperative that students complete all course requirements on time. I reserve the right to allow exceptions to this policy, for example, in the event of an emergency.

Attendance Policy: As this is a practicum course, attendance is required. Students are expected to attend all class meetings. Active, cooperative, and collaborative learning are strongly emphasized in this class. Thus, open and active participation is expected from students. **As stated in the Course Requirements, students with more than one unexcused absence will result in an Unsatisfactory grade in this class. After one unexcused tardy or early departure of 15 minutes or more, each subsequent tardiness or early departure will be considered an unexcused absence from class.**

Students are granted excused absences for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have excused absences from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the *Student Policy eHandbook* at [www.auburn.edu/studentpolicies](https://cas.auburn.edu/owa/redir.aspx?C=ef2eb0b81d90495098a27dc4053361aa&URL=http%3a%2f%2fwww.auburn.edu%2fstudentpolicies) for more information on excused absences. In order for an excused absence to not count against the attendance grading requirement, students must make up the missed class period in a manner acceptable to the course instructor within one week of the absence or notification of absence (in cases when notice prior to the absence is not possible—but again, all excused absences must be communicated to the instructor no later than one week of the absence).

Respect: When providing feedback and consultation to other students, it is expected that you will be respectful of one another. You will be encouraged to challenge your colleagues and provide constructive feedback. This feedback from individuals who know you well is extremely valuable in improving your skills as a therapist. Your feedback should be provided in a way that communicates respect, facilitates your peers’ learning, and conveys your interest in learning from your peers. Should it be determined that your feedback is provided in a way that undermines the experiential learning in this course, you will be asked to remediate your behavior and you may be referred to the counseling psychology faculty for formal remediation.

Accommodations: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting with me during the first week of classes, or as soon as possible if accommodations are needed immediately. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

Honesty Code: All portions of the Auburn University student academic honesty code (Title XII) found in the Student Policy eHandbook (http://www.auburn.edu/student\_info/student\_policies/) will apply to this class. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

* + - Engage in responsible and ethical professional practices
    - Contribute to collaborative learning communities
    - Demonstrate a commitment to diversity
    - Model and nurture intellectual vitality

As students enrolled in a training program accredited by the American Psychological Association, you are bound by the *Ethical Principles of Psychologists and Code of Conduct* adopted by that organization. The Student Policy eHandbook contains information on procedures to follow in the event you have an academic grievance. It also contains information about the student code of conduct. It is your responsibility to be familiar with and to follow the code of conduct in the eHandbook.

Confidentiality/Privacy: Material describing clients, particularly any information which might later help identify a client in an environment outside class, must be kept confidential, consistent with the APA ethics code. Specifics that you discuss in class about yourself and your behavior as a therapist are considered private within the scope of training, and confidential as pertains to your peers. That is to say, no member of the class is to repeat outside of class private information disclosed in class. To do so would violate the privacy rights of your peers who are disclosing in pursuit of becoming a better psychotherapist. As your group supervisor (class instructor) there are certain conditions that demand information I obtain about your clients’ behaviors and your own behavior with your clients be disclosed or otherwise discussed with others. These include the usual ones of court order, child or elder abuse, and serious threats of violence, including threatened suicide or homicide, by the client. I may also disclose to others behaviors you have engaged in or appear to be engaging in which in my opinion put your client's welfare at risk. Routine mistakes made by students in training do not demand that I disclose personal information. Should I have serious concerns about your ability to pass the class, I may discuss these concerns with colleagues to arrive at an appropriate decision for future training requirements. I also reserve the right to consult with a colleague to appropriately address clinical issues that arise (ranging from a particular clinical policy to a situation in which I have concerns about your or a client’s safety). Finally, during faculty meetings and/or on-site evaluations of your performance, illustrative problem areas may be discussed. As a general rule, I will use common sense and sensitivity to your needs as important variables in deciding whether it is necessary to discuss with others what has transpired in class or individual meetings.

In line with confidentiality, you will need to retrieve and shred documents that you share with peers during in-class presentations. Similarly, you should appropriately store transcripts and tapes and destroy such materials as soon as possible (typically immediately after class/supervision, though you may need to review tape a few times or retain documents for training evaluation). Regarding transport of session recordings to and from your site, I require that you use a password-protected or encrypted flash drive or folder.

Office Hours: I am available by appointment. Campus email is the best way to reach me to schedule an appointment, but you can also see me after class. I encourage you to make an appointment with me if you have any questions or concerns about the course or your performance in it. I also offer the caveat that I may ask another supervisor to serve in my absence if I am away and cannot be reached. Please follow your site requirements and the ethical guidelines, along with Alabama (or Georgia, if applicable) state law, when dealing with client emergencies.

**9. Justification for Graduate Credit:**

This course includes advanced content in graduate psychology education and is designed to partially meet standards for accreditation by the American Psychological Association (APA). This includes rigorous evaluation standards of students completing the student learning outcomes specified in this syllabus. As a practicum course designed to teach knowledge and skills related to psychotherapy through the direct provision of supervised psychotherapy services, only students enrolled in the counseling psychology doctoral programs are eligible to take this course.